



## Student Right-to-Know 2019-20

### **Transfer Credit Procedure**

- WC accepts transfer credit from institutions accredited by an agency approved by the United States Department of Education. Credits from other institutions are subject to the College's Transfer Credit Escrow Procedure. Transfer decisions are applied consistently. Decisions are not made solely on the source of accreditation of a sending program or institution. If WC offers an equivalent course to one taken at another institution, the transfer credit may be substituted for the WC course requirement. Lower division transfer credits will not satisfy upper division course requirements. Students may be required to submit documentation as to course content and duration of course prior to transfer credit being approved.
- Williamson College requires undergraduate students to complete all courses required by their selected program. WC may allow for substitution up to 9 credit hours in the major at the time of admission. Any student receiving a Bachelor's degree from Williamson College must earn a minimum of 30 semester credit hours at this institution.
- Transfer credit is only granted for courses in which a grade of "C" or better was earned. Courses not repeated at the same institution will be calculated in the overall GPA for admission. Transfer credit is not granted for developmental courses or for continuing education units.
- International transcripts must be in English or be accompanied by an acceptable English translation. If you need translation services, contact World Education Services (WES) at <http://www.wes.org>.
- Williamson College offers credit for Advanced Placement (AP) exams. The incoming student must have an AP score qualification of 3 or above.

### **Transfer Credit Escrow Procedure**

- Credits earned from unaccredited colleges, universities, and institutions are conditionally accepted. Students are required to maintain a minimum GPA of 3.0 during the first 12 credit hours taken at Williamson College. These conditional credits are then formally accepted by the College Registrar. Formal acceptance under the escrow policy is not guaranteed, but is determined by an institutional review of the transcript/grade reports and institutional materials such as academic catalogs, syllabi, and other pertinent materials that document the course content and duration.

**Transferability of Williamson College Courses:** The acceptance of courses taken at Williamson College is subject to the discretion of the receiving institution. It is the sole responsibility of the applicant to ensure transferability of WC credits to other institutions.

2019-20

Undergraduate

	Completion Rate	Withdrawal Rate
SCHOOL OF BUSINESS	85%	15%
SCHOOL OF MINISTRY	100%	0%

Graduate

SCHOOL OF BUSINESS	90%	10%
SCHOOL OF MINISTRY	87%	13%

Williamson College does not have an Office of Job or Professional Education Placement.

Typical positions Williamson College Business Administration graduates may fill include management in finance, accounting, marketing, administration, sales, or nonprofit jobs.

Typical positions Williamson College Ministry Leadership graduates may fill include leadership in pastoral, church planting, worship, Christian education, nonprofit, missions, senior adult ministry, youth leadership, or discipleship jobs.

2019-20 Retention rate	90%
2019-20 Transfer-Out rate	10%
Fall 2019 Student Services Satisfaction Survey (based 4.0 scale) Overall	3.38
2019-20 Enrollment	
Undergraduate	53
Graduate	18
Student-to-Teacher Ratio	5:1
2018-19 Average Grade Point Average (GPA)	3.43

## INSTITUTIONAL EFFECTIVENESS

### ASSESSMENT

#### GENERAL EDUCATION

1. The student can demonstrate the ability to think critically.
2. The student can exhibit effective communication skills.
3. The student can exercise basic math competencies.
4. The student can perform basic computing competencies.
5. The student can articulate a biblical worldview.

#### SCHOOL OF BUSINESS

Graduating students will:

1. Demonstrate an ability to think biblically, analytically, and managerially in addressing business and organizational problems within their community and world.
2. Be able to identify and graph organizational culture and explain the implications for the accomplishment of organizational mission.
3. Be able to explain and develop a shared and compelling organizational vision including the subcomponents of 1) Mission, 2) Values, and 3) Goals, and 4) Strategies.
4. Be able to express, both orally and written, a means of world transformation accomplished through Christ-like servant leadership and management principles.
5. Be able to express knowledge of entrepreneurial principles and the ability to launch new organizational ventures.

#### Bible Component

1. The ability to articulate the basic tenets of the Christian faith.
2. A working knowledge of biblical truths that can be utilized in both personal and professional situations.

#### SCHOOL OF MINISTRY

1. **Biblical Knowledge:** The ability to articulate the basic tenets of the Christian faith.
2. **Biblical Understanding:** A working knowledge of biblical truths that can be used in both personal and professional situations.
3. **Transformation:** An ability to apply truth to your spiritual formation and ministry.
4. **Worldview:** An understanding of how a biblical worldview shapes one's life and ministry.
5. **Communication:** An ability to communicate biblical truth and concepts of leadership.

6. Leadership: Knowledge of biblical principles of leadership and management.

The Institutional Goals represent intended accomplishments of the College. They closely relate to program goals and course learning outcomes. Learning outcomes represent what students should learn in that course. The institutional effectiveness process measures whether the institution is achieving that which it has set out to do. As a result of the efforts of the College, graduating students should have:

1. Completed coursework in which they were exposed to biblical truth and cultural literacy.
2. Identified their God-calling and the factors involved in planning their vocation around that calling.
3. Developed a Christian worldview in which values, goals, strategies, initiative and relationships are confidently developed.
4. Developed the ability to use a library and to find, evaluate, and synthesize information from a variety of sources.
5. Developed a professional relationship with faculty members who have provided advice, motivation, and direction to their academic experience.
6. Learned how to effectively interact with other adults in a rigorous learning environment.
7. Acquired the knowledge, new perspectives, and skills to become lifelong learners.

The following institutional Goals are what the College will do in support of the above goals. The College should:

8. Demonstrate its desire for quality in meeting its mission by conducting an effective institutional research and planning program for the purpose of constant improvement and to support research-based claims of effectiveness to internal and external communities and agencies.
9. Maintain honest and quality relationships with all segments of the college's community, including but not limited to students, employees, alumni stakeholders, and vendors.
10. Create an adequate, healthy and safe environment for students and employees.
11. Maintain programs that promote the enrollment and retention of persons who demonstrate their ability to receive instruction and have the heart for God.